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ABSTRACT

This Unesco report, one in a series, examines the sources of data used in educational decision making in Greece and proposes innovations in the information system to promote educational planning. The main source of quantitative data is the National Statistical Service of Greece which regularly publishes data concerned with all educational levels. Two deficiencies undermine the educational decision making process: 1) the lack of information of a social character such as parental occupations, income, and education; and 2) the delay of the availability of the educational statistics by two or three years. The Ministry of Education also makes educational data available to decision makers. Other groups which are sources of data are the National Centre of Social Research, the Organization for Employment of the Labour, and the Centre of Planning and Economic Research. A great deal of information comes out of projects subsidized by international organizations like OECD and the World Bank and carried out by public agencies and institutions in Greece. The report describes some of these projects. To remedy shortcomings the report recommends that a documentation center be established, that more data of a social character be collected, and that a coordination of the ad-hoc surveys related to education be undertaken. (Author/RM)

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INFORMATION IN EDUCATIONAL DECISION MAKING IN GREECE

by

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SP 012 357

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FOREWORD

Unesco's General Conference at its 19th session (Nairobi, Kenya 1976) resolved that the Secretariat give particular attention to "gathering and disseminating information about new educational policies for the renewal and reform of educational systems, adapted to specific needs on the basis of particular social, economic and cultural situations and aimed at promoting democratization of the systems within the framework of lifelong education" (Programme Resolution 1.111).

In line with this mandate, the Division of Educational Policy and Planning began in 1977 reproducing selected technical papers and distributing them as a series under the general title Reports, Studies...". The aim of this series is to stimulate reflection and discussion on current issues confronting educational policy-makers, planners, administrators and school architects. Distribution is limited to Unesco officials at Headquarters and in the field, as well as interested technical personnel in governmental and private institutions. It is hoped that this series will promote and serve as a vehicle for increasing communication between individuals and institutions concerned with policy and planning aspects of education.

The "Reports, Studies..." series consists of two sub-series: i) paper with a subject orientation (numbered S.1, S.2, etc.) and ii) papers focusing on a given country (numbered C.1, C.2, etc.). Subject papers deal with such topics as educational policies and legislation, planning and management techniques, planning and design of educational space and facilities, the relationship of education to productive work and employment, inter-country cooperation, the role of education in respect of the New International Economic Order, etc. Country papers are either brief profiles of the educational system of a particular country (mainly the LDCs) or treat a specific reform or aspect of the country's educational system.

Some of the papers reproduced in the series are "desk studies" based on information available within Unesco, others were originally prepared as background or discussion papers for a meeting or seminar, while still others are personal position papers representing part of a continuous dialogue within the Unesco Secretariat.

Papers are selected for the series on the basis of their topical interest. Readers should bear in mind that many, if not most, of the papers are working documents, unedited and not intended for public distribution. Some of the authors have written in a language other than their mother tongue, which explains certain linguistic deficiencies It must also be stressed that the papers present the ideas of their respective author and do not necessarily reflect the policies of Unesco.

The Division of Educational Policy and Planning welcomes comments and suggestions concerning the series and invites readers to make known their reactions to particular ideas presented or to entire papers. In certain cases it may be possible" to reproduce such comments and reactions in a subsequent issue on the series. For the convenience of readers who may wish to contact the author of the paper, the current contact address is given whenever possible.

AVANT PROPOS

La Conférence générale de l'Unesco, lors de sa 19ème session (Nairobi, Kenya, 1976) a décidé que "la collecte et la dissémination de l'information sur les nouvelles politiques d'éducation pour le renouvellement et la réforme des systèmes d'éducation adaptés aux besoins spécifiques basés sur des situations sociales, économiques et culturelles particulières et qui ont comme objectif la démocratisation des systèmes dans le cadre de l'éducation permanente" (Résolution 1.111 du programme) se situent parmi les objectifs prioritaires de l'Organisation.

Conformément à ce mandat, la Division des politiques et de la planification de l'éducation a entrepris en 1977 la reproduction et la distribution de certains documents techniques, sous le titre général de "Rapports et Etudes...". Cette série a pour objet de stimuler la réflexion et les discussions portant sur les problèmes courants auxquels doivent faire face les décideurs, les planificateurs et les administrateurs de l'éducation ainsi que les architectes scolaires. La distribution se limite aux professionnels du Siège et hors-Siège, ainsi qu'aux personnels d'institutions gouvernementales ou privées susceptibles de les trouver utiles pour leur travail. Nous espérons que cette série constituera un moyen pour promouvoir et augmenter la communication entre les individus et les institutions concernés par les différents aspects des politiques et de la planification de l'éducation.

Ces "Rapports et Etudes..." se divisent en deux catégories: (i) les documents qui traitent d'un sujet (numérotés S.1, S.2, etc.) et (ii) les documents qui traitent d'un pays (numérotés C.1, C.2 etc. Les premiers portent sur des sujets tels que les politiques et la législation de l'éducation, les techniques de gestion et de planification, la planification et l'étude des espaces, constructions et équipements éducatifs, la relation entre éducation/travail/emploi, la coopération entre les pays, le rôle de l'éducation par rapport au Nouvel Ordre Economique International, etc. Les seconds présentent des profils du système éducatif d'un pays donné (principalement les pays les moins développés), ou traitent d'une réforme ou d'un aspect spécifique du système éducatif du pays concerné.

Certains des documents reproduits dans cette série sont des "desk studies" basés sur des informations déjà existantes à l'Unesco, d'autres ont été préparés à l'origine pour servir de documents de base ou de discussion à des réunions ou séminaires, alors que d'autres encore, exprimant les positions personnelles des auteurs, se situent dans le cadre d'un dialogue permanent au sein du Secrétariat de l'Unesco.

Les documents sont choisis pour cette série en fonction de l'actualité du sujet traité. Les lecteurs doivent tenir compte du fait que beaucoup, sinon la plupart, des documents sont des documents de travail inédits et ne sont pas destinés au public. Certains auteurs ont rédigé ces documents dans une langue qui n'est pas la leur, ce qui explique certaines faiblesses linguistiques. Nous voudrions également souligner que les documents expriment les idées de leurs auteurs respectifs et ne reflètent pas nécessairement la politique de l'Unesco.

La Division des politiques et de la planification de l'éducation souhaite recevoir des commentaires ou suggestions au sujet de la série, et demande aux lecteurs de bien vouloir faire part de leurs réactions à certaines idées exprimées ou à des documents dans leur ensemble. Dans certains cas, il sera peut-être possible de reproduire ces commentaires et réactions lors d'une prochaine parution de la série. Les adresses des auteurs des documents sont indiquées afin de donner aux lecteurs qui le désirent la possibilité d'entrer en contact avec eux.

RESUME

"INFORMATION CONCERNANT LA PRISE DE DECISION EN MATIERE D'EDUCATION EN GRECE"

Dans cette publication, Mme Kassimati décrit tout d'abord de façon générale, les types, contenus et sources d'information en relation avec la prise de décision en matière d'éducation. Elle passe également en revue les systèmes d'information en Grèce, et plus particulièrement analyse les rôles du Service National des Statistiques, du Centre National des Recherches Sociales, du Centre de Planification et de Recherche Economique et de l'Organisation de l'Emploi de la main d'oeuvre.

Enfin l'auteur propose quelques innovations pour les systèmes d'information afin de promouvoir la planification de l'éducation en Grèce.

INTRODUCTION

It is commonplace to say that education plays a crucial role in defining the level of economic and social development of a country. Points such as education become a major form of investment for the economy, or education facilitates social mobility and fosters social concerns or integration, are some of the main findings of the relevant literature.

An educational system aims to help in producing the kind of people to use scientific knowledge and to do things that are functional, reliable, efficient, and attractive. Therefore an educational system comes into close relationship with society and as such it must change to meet a changing economic and social demand. This change is conceived through educational planning or other educational decisions. A fundamental question is "What are the main elements that lead to an educational decision?" The complete information of all relevant fields can be considered the base, because information contained in a problem solves tasks that have the same or similar solution requirements with the ones at hand.

In this paper we shall try first to picture the types and sources of information and their content along with an evaluation of the information system in Greece and secondly to propose innovations in the information system to promote educational planning.

TYPES AND SOURCES OF INFORMATION

Information directly related to educational decision can be classified into two broad categories : (i) information expressed in a quantitative way such as the number of schools, pupils, teaching hours etc. and (ii) information of a qualitative character, that is educational programmes in all levels, methods of teaching, etc. It is obvious that from one source both quantitative and qualitative data should be obtained.

A different classificatory scheme distinguishes between primary or raw data (information) and secondary or elaborate ones. As a rule the National Statistical Service of Greece (NSSG) provides other surveys undertaken by various organizations furnish both primary and secondary data.

1. Quantitative information

a) Data from N.S.S.G.

The main source of quantitative data is the National Statistical Service of Greece. Educational Statistics appear annually in a separate volume under the title "Statistics of Education" and a summary of them are presented in the "Statistical Yearbook of Greece". These data concern:

- Schools, teachers, pupils-students, teaching staff of full-time and part-time employment, graduates, diplomas and doctorate holders

and are analysed by:

- Type of school (public or private, daily or evening schools), geographic area (department and country), age, sex, grades (for general education) and year of studies for university level education, father's education and occupation (for university students).

This set of data deals with all educational levels i.e. general (primary - secondary education), technical-vocational (separately also musical education) and post-secondary education (university level or higher technical or general education). (See also diagram I)

In an attempt to evaluate the quality of information as it is given by NSSG it can be said that since data are either obtained from censuses or from special surveys of large samples they may insure a high degree of accuracy and validity. In addition as NSSG takes into consideration international statistics, in the sense that it follows in most cases international classifications and definitions, statistical data of this source are satisfactorily comparable with data of other countries.

Nevertheless two deficiencies undermine the educational planning, at least that of short term: (i) the lack of information of social character (parental occupation and education, income, to mention but some) for pupils of secondary and lower technical education and (ii) the delay of availability of data Statistics of education appear two or three years later on than the reference year and apparently this augments difficulties of educational decision.

b) Other sources of quantitative data

The lack of information, particularly of social character from the NSSG is partially remedied by ad hoc surveys channeled to certain topics. There is a number of such studies, providing both primary and secondary and qualitative information, carried out by different organizations and covering various needs. Though it is beyond the aims of this paper to index exhaustively these surveys, we shall try to mention here the main sources of educational information and the relevant projects.

Most surveys have been carried out by public agencies such as:

- The Ministry of Education
- The National Centre of Social Research
- The Centre of Planning and Economic Research
- The Organisation of Employment of the Labour Office

A number of educational programs have been also proposed and subsidized by International Organizations as OECD, WORLD BANK, etc.

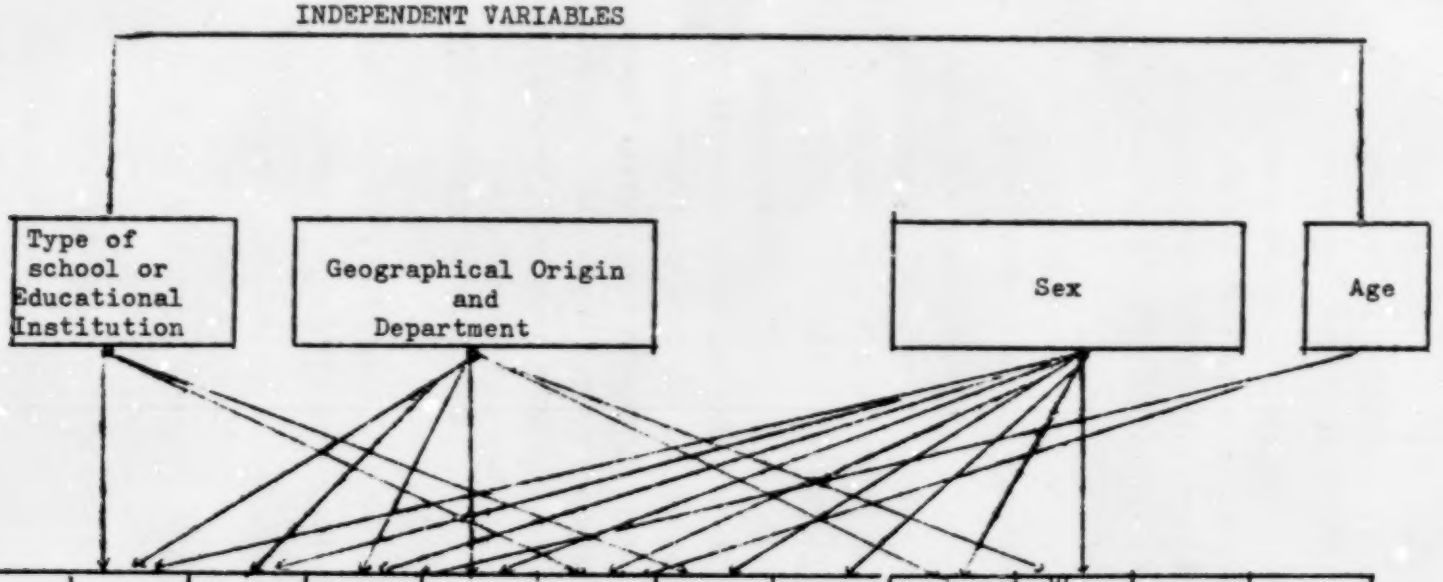
The Ministry of Education

In the Ministry of Education both primary and secondary data are collected. The most interesting set of primary information treats the raw data concerning all candidates for post-secondary education on an annual basis. Such social features of candidate students as the type of school, geographic area, preferencies for faculties, grades in secondary schools give their profile and compose a valuable source for further elaboration.

The collected data are very important and useful but for a better exploitation of the data given, we need further information of sociological character, such as paternal education and occupation, financial status of candidate's family etc.

Other projects of the Ministry of Education, provide useful information for an educational decision related to the following subjects:

- Cost of construction of school-buildings
- Cost of higher education
- Perspectives of pupul-student population flows based on international comparisons
- Personnel demand for Secondary Education
- Mobility of pupils of private schools towards the greater Athens area



Educational Level	SCHOOLS	TEACHERS	PUPILS STUDENTS	TEACHING STAFF	GRADUATES	DIPLOMA AND DOCTORATE HOLDERS	TEACHING HOURS PER WEEK	TEACHING START OF FULL TIME EMPLOYMENT	DAY-SCHOOLS	FATHERS OCCUPATION	FATHERS EDUCATION
Primary Education	+	+	+	+					+		
Secondary Educ.	+	+	+	+							
Higher Education	+	+	+		+	+				+	+
Technical Vocational Training	+	+	+	+			+	+		+	+

FIGURE I STATISCAL DATA BY EDUCATIONAL LEVEL (N.S.S.G.)

- Planning of demand of teaching staff
- Projection of secondary education students after the extension of compulsory education (9 years) since 1978.

These surveys, despite the elementary statistical techniques that have been used to analyse data, may help, up to a certain point educational decision. However a more advanced methods could answer further questions and reach a higher degree of precision.

The National Centre of Social Research

Two projects of the NCSR furnish relevant literature with valuable information of both type (primary-secondary and qualitative data). The first one concerns a sociological survey, carried out among freshmen of the University of Athens in 1964. Students' sociological background and their perspectives along with inequalities of educational opportunities are the main topics of this project.

The second project, being still in process, deals with Greek students and teaching staff in Universities and other institutions. It particularly concerns qualifications of teaching staff, their sociological origin, working conditions and facilities offered and received.

Apparently the usefulness of these two projects is big but it must be stressed that small samples on which they have been based, undermine the possibility of generalisation of their findings.

The Centre of Planning and Economic Research

This organization provides secondary information in the frame of reference of the planning for economic development. The data used are obtained mainly by the N.S.S.G. and are analyzed from the point of view of the role of education in economic development. Information such as the expected number of pupils-students for the near future by geographic area or the cost for education along with the expected feed-back of education for the economy are a selection of the most important topics from this source.

The organization for Employment of the Labour

This agency in a special volume under the title "Statistical data: employment, endowment, vocational training and professional orientation" give relevant information on an annual base. These statistical data concern the number of students and centres of teaching for vocational training according to their geographic distribution.

Furthermore data deal with the number of students and centre of teaching for adult vocational training and for professional orientation.

Information obtained from project subsidized by International Organizations

A great deal of information comes out from projects subsidized by International Organizations like OECD, WORLD BANK, etc. and carried out by public agencies and institutions in Greece. The most significant work done in this field is :

(i) OECD reports - country cases

a) The Mediterranean Regional Project (1964)

Subsidized partially by OECD and Greek Government and carried out by the Ministries of Coordination and Education it gives secondary information. This project focuses upon the role of education of all levels in economic development of the country and particularly examines manpower needs and educational requirements in agriculture, manpower requirements and their educational implications, educational targets and required expenditure of education and projects them a decade onwards. Though this project was carried out 15 years ago, as a point for comparisons, it is still valid.

b) Individual demand for education

This project carried out (or executed) by the National Centre of Social Research, collected socio-economic features of a sample of 7% of all pupils in the last two classes (5th and 6th) of the gymnasia throughout Greece. The data of 3441 pupils of the sixth class as only these have been analysed, are unique and acquire a greater significance for scholars dealing with the social aspect of education. The most interesting data concern fields like: pupils' intentions and wishes as on further education and work, main reasons for continuing or not education, factors affecting pupils' decision as to further education and work, persistency in choice factors affecting pupils' decision as to the choice between University and non-university sectors. The large sample and its selection ensure a high degree of precision of data.

(ii) World Bank's projects

World Bank has undertaken and subsidied a number of projects under the heading "first, second and third Education programs". We mention here the Third Education program, as its information are in a form of further use by scholars. This project deals with the post-secondary education development study. A number of very interesting data of all typ types (primary - secondary and qualitative) concern the following fields; academic, pedagogical and institutional framework, sociological dimensions of education, education and the economy, post graduate studies, research, continuing education, EEC and Education, Regional distribution and buildings costs.

In the frame of reference of this project we mention two special surveys which gave valuable information of a primary type: (i) a survey dealing with "education and employment", in a large sample of 8600 employees throughout Greece giving information on employees' job history, rewards, working time and their educational attainment and (ii) a pilot survey carried out among freshmen and junior students of universities and other institutions. This sample of 1450 subjects, though biased, gave a number of interesting information on topics; students' attitudes towards educational conditions in post-secondary education, their professional perspectives and educational conditions in University level education. These data have been analyzed according to students socio-economic background. In the field of social information for education, these two projects provided valuable data.

2. Qualitative Information

Educational programmes i.e. distribution of courses among faculties, specialisations and year of studies in all educational levels, teaching methods, regulations for exams and in general all administrative content, along with the history of education in Greece, compose the qualitative aspect of education. Information concerning educational programmes and other administrative rules are published in the "Newspaper of Government" and are gathered in the Ministry of Education in the relevant departments.

Since education is closely related to society an educational decision must be based on social background on the one hand and societal requirements on the other. Social background expressed as an "idiosyncrasy" of national history, political structure and social tradition" is considerably differentiated from country to country.

In Greece a number of such "national features" have influenced the educational system and affected its orientation. The most characteristic fields of necessary information are concentrated on the following:

1. Modern Greece has been progressively formulated by annexing new territories during the 19th and 20th century. The educational systems of these territories being under the occupation of various nations[1] was affected to a large extent by the social values of these overlords.

2. The ancient and byzantine civilisation had an impact on the educational system in Greece and it was reflected in the educational values of the theoretical orientation. The so-called "classical" curricula prevailed in the value system, till recently, though "modern" or "technological" specialisations are recognized as a crucial element for economic development. So large discrepancies between demand for technological background, labour force and supply for labour of classical orientation underlined the Greek labour market. Furthermore traditional professions such as doctors or lawyers rank highest in the scale of social grading.

3. Influences from both ancient and byzantine civilisations resulted into a bi-linguistic system until the reform of 1975. This implied a simultaneous existence of two languages: one named "catharenoux" labelled as the official language used by public services, school, press and the other one called "demotiki", used in every-day communication and in literature. The educational reforms of 1917, 1929 and 1964 considered the linguistic problem of a great importance and attempted to establish the "demotiki" as the only language in all expressions of life. The 1975 "language bill" succeeded in finalizing and establishing the demotiki as the official language of Greece.

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[1] Thessalie annexed in 1881, and Macedoni a Epirun, Thrace, and Crete in 1913 from Turkish sovereignty, The Ioniau Islands in 1864 from English influence and the Dodecanesos in 1947 from Italian occupation.

4. The level of economic and social development influenced, and in turn was affected by, education. Greece, being in the process of development, had to modernise the educational system to meet the requirements of the growing demands on the economy. However the unequal level of development between urban and rural areas and especially between Athens, the capital, and the rest of Greece, underlies and emphasises the difficulties for educational planning. Moreover the structure of greek society, tradition, customs and social values colour the role of education among the various social strata.

5. The political situation after the II World War and particularly the political instability has directly reflected on education. Educational reforms as the ones previously mentioned were introduced by radical governments and as such they expressed, through education, their political value system. But since educational policy as a rule is the outcome of the governing party, in practice it lasted as long as the government was in power. This accounts for the failure of the past educational reforms.

The above mentioned areas of history and the socio-economic conditions of Greece as a frame of reference of educational decisions require a wide spectrum of data which can be found in the relevant contemporary literature. As it is apparent, they are only indirectly connected with educational planning and as such they help in a better understanding of the philosophy of educational system in this country. For this we were limited only to refer/to the pertinent areas of information and not to analyse either the content of information or sources.

CONCLUSIONS AND PROPOSALS

From this short analysis we draw the conclusion that Greece does not present a lack in educational data in general, but some points stand out:

(i) lack of data of purely social character which will lead us to study the social foundation of Greek/pupils - students and so the social aspect of education would appear clearly

(ii) the presentation of data obtained by the NSSG is not immediate, but given long after the reference point of time.

(iii) higher education i.e. of University level has been studied more than other educational levels. In this area overlappings of collected data from ad hoc surveys of various institutions or research centers appear.

To remedy these shortcomings a number of 'musts' should be realised:

(i) A documentation center should be established to record all quantitative and qualitative information of primary and secondary type. The Center will greatly facilitate the educational planning and help in avoiding overlappings. We emphasize the need of documentation of the existing data and believe that it should have priority over all other coordinative elements.

(ii) The N.S.S.G should include in regular surveys or censuses more data of a social character and present them in two forms: raw data and social indicators

(iii) A coordination of the ad-hoc surveys related to education should be undertaken in order to better study and analyse the various levels of education. Furthermore a sociological dimension of the secondary education should be considered necessary for a better planning.